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ABSTRACT

Gathered from practitioners in Washington state, this resource book contains composite lists of volunteer tutor management ideas and practices for teachers of literacy and English as a second language. The guide brings together into one reference work the ideas and resources gathered from 28 programs. The guide is organized around the three major sections of the Washington state standards for high quality volunteer adult tutoring programs: management, students, and volunteers. Included in the management section are ideas and practices related to the following: mission statements, program goals, governance, community relations, resource development, liability, personnel management, facilities, and management evaluation. The students section covers the following: student outreach, first contact with students, student intake, student assessment, student orientation, matching tutors and students, ongoing support, student participation, and student evaluation. In the volunteers section of the guide, the following lists are included: volunteer recruitment, job descriptions, volunteer intake, volunteer interviews, volunteer orientation, training, ongoing support, materials, support contact, and volunteer evaluations. (KC)

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INTRODUCTION

If you're looking for a new volunteer recognition idea, trying to get the students in your program more involved in its operations, or looking for a new program facility, we're sure that the thousands of ideas contained in the two companion volumes of **BEST PRACTICES** will instruct and inspire you.

BEST PRACTICES: A RESOURCE BOOK FOR VOLUNTEER TUTOR PROGRAM COORDINATORS contains composite lists of volunteer tutor management ideas and practices. The companion volume **BEST PRACTICE SAMPLES** contains copies of actual program materials which supplement some of the elements covered in **BEST PRACTICES: A RESOURCE BOOK FOR VOLUNTEER TUTOR PROGRAM COORDINATORS.** **SAMPLE** is available on loan from Tacoma Community House Training Project, Washington Literacy, and ABLE Network.

BEST PRACTICES is the product of several years of work by people in the volunteer literacy and ESL field in Washington state. In 1991-92, a work group of practitioners from around the state developed the *Elements of Quality*, a set of written standards for quality volunteer adult tutoring programs. In addition to serving as a self-assessment and planning tool, the *Elements* became the criteria for monitoring programs which receive Volunteer Tutor Coordination grant funding from the Office of Adult Literacy, Washington State Board for Community and Technical Colleges.

BEST PRACTICES brings together into one reference work the ideas and resources gathered from 28 programs in 1993 during monitoring visits by Tacoma Community House Training Project and Washington Literacy staff. The entire work follows the three major section divisions of Management, Students, and Volunteers found in the *Elements*.

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* **SAMPLES** are located in the companion book **BEST PRACTICES SAMPLES** available through Tacoma Community House Training Project, Washington Literacy, and ABLE Network.

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All ideas presented in BEST PRACTICES were collected in 1993 from the coordinators of the following programs:

Adult Literacy Project - Tacoma Community House ..... Bob Strobe*
Tacoma
Bellevue Community College ..... Judy Potter
Bellevue
Catholic Community Services ..... Ella Rosana
Seattle
Clark College ..... Linda Optiz
Vancouver
Eastside Literacy Council ..... Andy Brown
Bellevue
Grant / Adams Literacy Coalition ..... Jean Staab
Moses Lake
Highline Community College ..... Patty Worthington
DesMoines
Lewis-Clark Valley Literacy ..... Anne Narramore
Clarkston
Lewis County Literacy - Centralia College ..... Sandy Crowell
Centralia
Literacy Action Center ..... Anne Helmholtz
Seattle
Literacy Council of Kitsap ..... Helen Achterman
Bremerton
Mason County Literacy ..... Lynn Busacca
Shelton
Outreach Read - Lower Columbia College ..... Lynnette Johnson
Longview
Peninsula Adult Literacy Services ..... Victoria Lincoln
Port Angeles
Project READ of Walla Walla ..... Jim Rowan
Walla Walla
Read to Succeed - NE Washington Rural Resources ..... Rodney VanAlyne
Colville
Refugee / Immigrant Service Center ..... Carol DeMent
Olympia
Refugee Women's Alliance ..... Sue Wilkes
Seattle
St. James Refugee Program ..... Jennifer George-Heilman
Seattle
Skagit Valley Literacy Council ..... Jenene Gibbs
Mt. Vernon
Snohomish County Literacy Coalition ..... Karen Davies
Everett
South King County Multiservice Center ..... Stephanie Boschee
Federal Way
Southwest Seattle Literacy Coalition ..... Donna O'Leary
Seattle
Thurston County Literacy Network ..... Rena Miles
Olympia
Wenatchee Valley Literacy Council ..... Susan Kidd
Wenatchee
Whatcom Literacy Council ..... Wilma Totten
Bellingham
Yakima Valley Community College ..... Mary Brunelle
Yakima

*This list contains names of current coordinators in June 1994.

MANAGEMENT

M1A

SAMPLE MISSION STATEMENTS

- To reach out to adult members of our diverse community in need of improving their English reading and writing skills by providing them with individualized tutoring. Volunteer tutors are actively recruited and provided with quality training and support to help these adults achieve their educational goals, creating new opportunities for personal growth.
  Clark College

- To promote and advocate for literacy in our communities through direct tutoring services, public education and awareness activities. To provide to those of us who are not yet literate the positive support to become self-sufficient and to enhance their quality of life.
  Eastside Literacy Council

- To provide the opportunity for assistance to functionally illiterate adults to improve their skills in reading, computation, and communication to such a level that allows them to function successfully in society.
  Lewis County Literacy

- To provide literacy training to adults in Cowlitz/Wahkiakum counties who need one-to-one tutoring in basic reading, writing, spelling and math skills. To facilitate and coordinate and promote adult literacy in Cowlitz and Wahkiakum counties.
  Outreach Read - Lower Columbia College

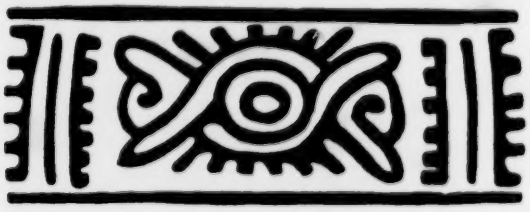
- To enable native speakers of English and adult learners of English as a second language to acquire necessary basic skills in reading, speaking, and writing, so that they may be able to participate more fully in society.
  Snohomish County Literacy Coalition

- To reach individual people who lack functional literacy skills and assist them to empower themselves to seek skills that will foster participation in lifelong learning opportunities.
  Read to Succeed - NE Washington Rural Resources

M2A

Activities of Board of Directors / Advisory Groups

Acquire in-kind contributions
Assist with student recruitment
Assist with recruitment of tutors
Change financial reporting system to meet funders' requirements
Communicate with students for program evaluations (bilingual)
Conduct grant search
Conduct program audit
Contribute tutoring and training space
Contribute equipment
Contribute professional expertise
Contribute computer skills and resources
Coordinate with employee funding campaigns (e.g., Federal Employees Combined Fund Drive)
Create and manage speakers' bureau including the training of students and others for presentations
Create and staff a speakers' bureau (bilingual)
Create and produce all program publicity materials
Develop list of places to make presentations
Develop personnel policy
Develop slide show
Develop list of media contacts with radio, TV and newspaper
Develop new brochure
Find Training Coordinator
Help organize special event fundraisers
Help organize workshops
Help develop policies and procedures
Locate school space for tutoring
Locate resources for meeting space, copying and cash for videos
Locate printing sources



Maintain telephone contact with volunteers and students
Maintain (multi-program) endowment fund
Make referrals to program
Monitor and advise program on goals and standards
Offer ideas / suggestions
Order books through school system
Plan student recognition
Plan and direct fundraising strategies
Plan year end party
Plan volunteer recognition event
Prepare radio and TV public service announcements
Prepare program budget and financial statements
Prepare tutor orientation video
Process program payroll / taxes / registrations
Produce newsletter
Provide child care for Talk Time Tutoring
Provide personal financial support
Provide outreach into community for student and tutor recruitment (bilingual)
Redesign newsletter
Review grant applications
Serve as liaison between program and community college
Serve as liaison between program and community college president
Serve as sounding board
Set up bookkeeping system
Set long-term goals
Solicit tutor input
Speak to local clubs, chambers of commerce, civic groups
Staff fair / event booths
Support mission philosophically
Write fundraising letters

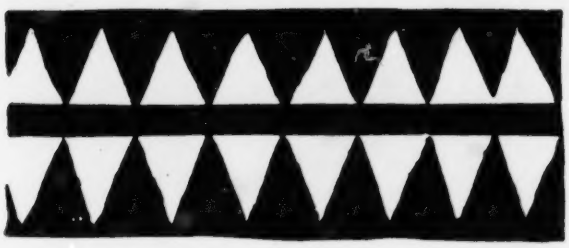
M3A
Community Relations Contacts

Make presentations and distribute information to a wide variety of audiences including:

Altrusa
Asian American Commission
association of retired teachers
banks
bookstores
Boys and Girls Club
business journals
chambers of commerce
Chapter 1 Programs
church groups
college newspapers
college quarterly bulletins
Combined Federal Campaign
community service centers
community meetings
community colleges
correction centers
county literacy coalitions
county library system
department stores
Emblem Club (women's branch of Elks)
employers of students
Employment Security
ethnic community organizations
family centers
fire departments
food banks
Fort Lewis
Friends of Library
Goodwill Industries
grocery stores
Head Start
Hispanic Commission
homeless shelters
hospitals
job service centers
Justice Department
juvenile justice system
King County Refugee Forum
Kiwanis
laundromats
libraries
local cable TV stations
local newspapers
local radio stations
mails
Milltown Merchants Association
multi-service centers
neighborhood newspapers
Neighborhood Houses
probation offices
public health offices
Public Housing Authority
Rotary
school districts
search and rescue groups
Soroptimists
substance abuse programs
TV stations
United Way
welfare offices
women's business groups
Young Parents' Support Group
Zonta

Continued

American Association of University Women
community social service coalitions
community businesses and companies
DAR ✧ Daughters of the American Revolution
Department of Social and Health Services offices
Early Childhood Education and Assistance Program
employers of refugees and immigrants
fairs (health, county, multicultural)
Harborview Refugee Health Clinic
Job Opportunities and Basic Skills
Learning Disabilities Association of Washington
RSVP ✧ Retired Senior Volunteer Program
school district parenting support programs
social workers at local public schools
Tacoma Community House Training Project Coordinator Share Meetings
transitional bilingual school meetings
university and community college classes
Volunteer Coordinating Council
Washington State Extension Service



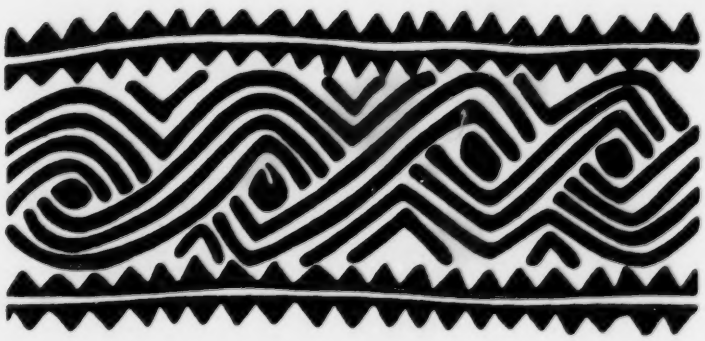
M3B

Public Relations Activities

Make presentations and distribute information to a wide variety of locations (see previous list for locations)
Conduct cultural awareness workshops for service providers
Make conference presentations: local and national
Write articles in community newspapers
Write articles in *The Practical Philanthropist*
Provide cultural awareness training for college classes
Develop curriculum for publication / distribution
Give presentations to probation department
Send letters to Justice Department to promote linkages
Submit articles on student / volunteer pairs to local paper
Hold a literacy fair at Safeway
Adopt a city street: staff, volunteers and students clean up the street for publicity
Create a float for neighborhood street fair
Make presentations to schools with student speakers
Organize bookmark drawing contests in public elementary schools
Make presentations at judges conference
Make presentations at cultural awareness club at a correction center
Create videos with students speaking
Create and present slide show of fiesta
Present program information within the ethnic community via bilingual ESL Advisory Board
Write letters to local businesses, lawyers and doctors to raise awareness and help locate potential students
Present Navideña Fiesta which was planned by the ESL Advisory Committee to recruit students and raise public awareness of the new ESL program; the event included Latino music, displays from other service providers, donations of toys and food from the community, press coverage and bilingual announcements
Distribute newsletter to hundreds of agencies and businesses in the area
Develop an Ethnic Cookbook during a series of Talk Time sessions with multi-ethnic students and their conversation partners; during the Bite of Bellevue on campus, people sample recipes, buy the cookbook and learn about the program
Conduct Coffee Hour at large church for 200 people with program displays; both students and volunteers participate

Send brochure "Literacy for a More Productive Workforce" to area employers and businesses detailing possible benefits of the Literacy Coalition to them and listing ways they can support the Coalition
Send annual report which lists contributions, supporters, statistics and profiles some students' accomplishments
Distribute "Read To Me" First Steps packets to mothers of new babies in the hospital
Send notices to local company newsletters: Weyerhaeuser, Boeing, Puget Power, Washington Natural Gas
Recruit Interaction Club at high school to distribute program fliers
Identify and contact "critical few" agencies that might become good referral sources of students and provide services for students
Meet with Cambodian community leaders at housing project
Attend Lao mass
Have booth at County Fair
Participate in mall events
Work with improvisational theater group to do shows that get stories on local cable TV stations
Hang posters in community
Get PSAs on local radio and TV stations
Have table at mall during banned books week
Put ads in community newspapers
Put ads in college newspapers
Have people write letters to editor of local newspaper about what literacy program has meant to them
Have booth at college's open house
Have listings in quarterly college bulletins
Send press releases to newspaper on regular, planned basis
Present literacy awareness seminars
Hold open houses
Publish articles in library newsletters
Publish articles in business journals
Advertise in Volunteer Coordinating Council bulletin
Attend social service provider group meetings
Contact minority / ethnic groups
Make United Way presentations
Speak on radio (interviews)

Appear on city TV channel
Include student / volunteer quotes in materials
Develop community / public relations plan
Participate in literacy awareness campaigns
Write articles for Chamber of Commerce newsletters
Participate in Washington READS events
Provide translations for community groups
Conduct spelling bees
Set up information tables, conduct ice cream socials, and make presentations to classes at colleges and universities
Advertise in community and technical college catalogs
List events on community college open line



M4A

Sources of Private Funding

Aiphone Corp.
Altrusa
B. Dalton Bookstore
Bald Trust
Bellevue Athletic Club
Blue Mountain Area Foundation
Boeing
Cad Ink
CareUnit Hospital of Kirkland
Celebration of Caring
churches
Continental Engineering Co.
Coors
Darigold
Digital Equipment
Elliott Bay Book Co.
Emblem Club
Ernst and Young
Financial Resources Group
First Lutheran Church Women
Fluke Capital Management LP
Foster Foundation
Galilea Christian Bookstore
Global Diving and Salvage
Hewlett Packard
Holiday Inn
Gottschalk's
Green Giant
grocery store rebates
Half-Price Books, Inc.
IBM
individual contributions
JC Penney Golden Rule
Junior League
Junior Club Grant
Larry's Market
local newspapers
Marshall Paris Campaign
Metlife Capital Corp.
Microsoft Corp.
Myers Distributing
North Bend Thriftway
Pacific NW Newspaper Guild
Pan Pacific Electronics, Inc.
Pelo Trust
PICSHA Foundation
program dues
Puget Power
Rotary
SAFECO
Safeway (Oregon)
Seafirst Bank
Security Pacific Bank
Simpson Timber Company
Sterling Recreation
Sundstrand Data Control, Inc.
Telephone Pioneers of America
Terronomics Crossroads
Tutor contributions
Unigard Insurance
United Olympic Life Insurance
United Way contributions
United Savings Bank
US WEST
Waldenbooks
Washington Mutual Foundation
Washington Natural Gas
Wells Estate
West One Bancorp
WestGate Lodge #128
women's groups
Yancy Winans Trust

Continued

Boeing Employees Good Neighbor Fund
Mid-Mountain Contractors Inc.
Public Employees Combined Campaigns
-sponsoring agency support (cash in-kind)
-sponsoring community college foundation support
-Combined Federal Campaign
-Washington State Employment Combined Funding Campaign
Puget Sound Education Service District
sponsoring agency's endowment fund
Wallace, Wheeler, Grimm Real Estate

M4B
Sources of Public Funding

Adult Basic Education funds
Adult Basic Education 306 funds
Alternative High School
City of Marysville
City of Dayton
City Block Grant
Community Service Block Grant
Community Development Block Grant
Community Youth Services
Employment Security
Federal Work Study
Housing Authority
JTPA ✧ Job Training Partnership Act Summer Youth Program
JTPA ✧ Job Training and Partnership Act / Private Industry Council
Job Opportunities and Basic Skills
Literacy Work Study
Mason County CMASA
Office of Refugee Assistance
Office of Refugee Resettlement
Olympic College Chance Program
School District
Second Chance
SPI Homeless ✧ Super Attendant of Public Instruction
State Work Study
Thurston County Health Department
Washington Council for the Prevention of Abuse and Neglect
Washington Service Corps
ACTION
City of Bellevue
City of Kirkland
community colleges
county disposal company
King County
Lower Columbia College
Office for Adult Literacy, State Board for Community and Technical Colleges
Seattle Public Schools
Serve America grant, federal funds through OSPI
Student Literacy Corps
US Department of Education

M4C

Fundraising Activities

Produce an ESL ethnic cookbook to sell
Conduct auction with multicultural activities, items and food
Hold raffle for free lunch at one of three local restaurants
Write grant proposals
Promote PALS ✧ Patron for Achieving Literacy Sponsorship ✧ program to generate donations
Sell Ethnic Cookbooks developed in Talk Time
Sponsor Seaport River Run: tutor program gave 40 volunteers to manage the race and program was given the profits of the race
Conduct Chocolate and Jazz Event attracting lovers of good music and chocolate desserts around Valentine's Day
Hold Spelling Bee
Place donation boxes in community
Seek donations from groups
Ask for company contribution whenever a student comes to program through employer's personnel department
Ask for underwriting support for books
Hold fundraising dances
Solicit from individuals and businesses through annual campaigns
Hold auctions
Hold skate nights
Hold holiday raffles
Have tutors ask friends and family for money
Have volunteers solicit donations from their employers
Conduct Read-A-Thon
Solicit corporate contributions
Participate in United Way campaigns
Make presentations to community groups
Seek support from community college foundations
Write fundraising letters

M4D
In-Kind Resources

access to library / free library cards for all students
administrative services
books
college graphic design and printing facilities
computer / computer use
copy machine / copier use
documented volunteer tutor time at $10 an hour used for matching grants
electricity / heat
financial processing
food
free advertising in all library newsletters
graphic artist
grant writer time
instructor advice and assistance
invitations to students to sit in on some college classes
liability insurance
library site for program
long-distance phone calls
mailing
message-taking
newsletter printing
office furniture
office secretary
office space
paper
phones
prizes for spelling bee
professional development
program site at Public Housing Authority / Neighborhood House
reception furniture
renovation materials
software
staff time for trainer
supplies
telephone use
translator services
travel expenses
tutoring space
use of car / van

M4E
Sources of Staff

church-affiliated volunteer groups
- Jesuit Volunteers
- US IIs - Methodist

college interns

community college

JTPA ✧ Job Training Partnership Act: Summer Youth and other

National Pacific Asian Resource Center on Aging

Retired Senior Volunteer Program

sponsoring agency (non-college)

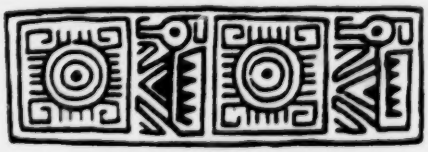
VISTA

VISTA Literacy Corps

volunteers

Washington Service Corps

work study
- literacy work study
- other "regular" work study



M5A

Ideas for Reducing Program Liability Risk

Program keeps accurate records of each board meeting so the coordinator knows how people voted on decisions.

Program offers tutoring off-site only with staff present.

Volunteers are told not to drive students.

Program has established written guidelines and procedures for in home tutors.

Sponsoring (non-college) agency carries director and officers liability insurance.

Sponsoring agency's board of directors have established specific policies regarding volunteer transportation and confidentiality.

Program does not make home tutoring assignments.

Program insures large banner used in annual street display.

Volunteers and students sign waivers.

Program has access to State Patrol criminal records checks.

Program coordinator covered on site by sponsoring agency's insurance.

Program seeks legal advice regarding the control of tutoring sites.

College has liability insurance for the building.

Program distributes written volunteer guidelines.

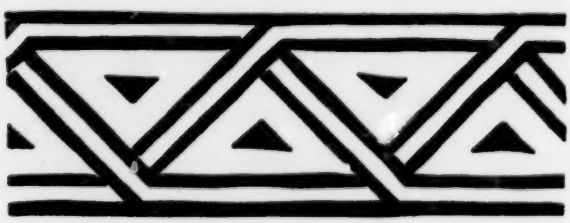
Program has discussed possible strategies with other literacy programs.

M6A

STAFF ORIENTATION AND TRAINING ACTIVITIES

WITH SAMPLES

Attend half day orientation on office procedures
Attend ESL and literacy training
Observe orientations for new volunteers and students
Take field trips to all program sites and other social service agencies
Meet with key community and resource people
Attend community meetings
Observe student and tutor intake sessions
Write article of introduction for newsletter
Attend Talk Time
Watch "El Norte", movie about refugees from Central America
Attend and plan weekly staff meetings including staff planning meetings
Suggest areas for their work
Attend board meetings
Attend meetings with ethnic community representatives
Become familiar with procedures manual
Recruit and train own successors (volunteer staff position)
Receive orientation to program and to specific job from current staff
Meet other staff
Learn about program's philosophy and approach
Observe classes and tutoring sessions
Attend special workshops (e.g. family literacy) when available
Receive training on computers and software
Read current literacy publications
Tour site, including sponsoring agency
Read written personnel policies / guide to new staff
Participate in new employee training provided by community college
Meet sponsoring agency executive director and other key agency staff



M6B

STAFF EVALUATION ACTIVITIES WITH SAMPLES

Work study students have formal quarterly evaluations.

Staff members regularly discuss their strengths and weaknesses at staff meetings.

On an annual basis, staff members formally evaluate themselves individually, comparing their work to their job descriptions; then Coordinator and each staff member talk individually about how they can better serve the program's mission.

Coordinator is evaluated annually (on a written form) by supervisor (college administrator), the library director, the coalition president, and the tutors.

Sign-in logs and record keeping are important evaluation tools.

Coordinator does regular monitoring of staff and discusses needs for improvement at individual meetings with them.

Sponsoring agencies have their own evaluation procedures for their staff.

M6C

STAFF DEVELOPMENT OPPORTUNITIES

Distribute reading material to all staff
Encourage staff to meet with experts in the community
Provide staff with opportunity to learn a second language
Encourage job sharing among the staff
Encourage staff to attend DOVIA meetings
Conduct staff Advances (instead of Retreats) which all staff help plan and conduct; agenda includes time to discuss what pinches / what fits
Allow staff to visit other programs
Provide opportunities for staff to share information among the group
Subscribe to professional publications
Have Fundraisers Association sponsor board development training workshops
Provide tuition for bookkeeping classes
Have a line in the budget for staff development
Encourage staff to attend trainings, conferences, and coordinator meetings sponsored by:

- ABLE Network
- Washington Literacy
- Tacoma Community House Training Project
- Washington Association of Educators of Speakers of Other Languages (WAESOL)
- State Board for Community and Technical Colleges community colleges

Try to keep salaries up
Offer networking opportunities whenever possible
Put funds for training in grants whenever possible
Encourage staff to go to at least one conference every year
Conduct regular in-service trainings at internal program / sponsoring agency meetings
Make time allowances for staff training
Facilitate staff consultation with outside experts

M7A
Sources of Office Space

churches
community colleges and universities - both on and off campus sites
other Rented Space
public libraries
public school district
social service agencies:
    Neighborhood Housing Authority
    Multi-service Center
    Community Action Council
    State Employment Security Department
sponsoring agency

M7B
Sites For Meeting / Training

banks
board members homes
board member's homes (tutor meetings)
churches
community social service agencies
community colleges and universities: both on and off campus
hospitals
housing authority facilities
libraries
literacy program office site
local restaurants
public utilities district building
public schools
public libraries
public housing development
public utilities district building
school board / school district
social service agencies

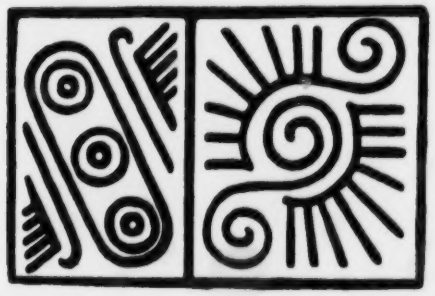
M8A
Sites for Tutoring

alternative high schools
bank buildings
book stores
Boys and Girls Clubs
church classrooms with nursery and preschool room available
churches
community college libraries
community colleges: both on and off campus; classrooms, libraries and other space
correction centers
emergency shelters
employment security center
ethnic community centers
family involvement room with children's area in special services section of school district offices
fire departments
hospitals
jails
Job Corps facilities
libraries
literacy program's office site: main and branch
missions
multi-service centers
nursing home activity rooms
public housing development building
public schools
retirement homes
school district administration buildings
senior centers
shopping centers
social service agency offices
students' workplaces

M8B

Elements For Good Tutoring Space

bulletin board for notices
centrally located in community/neighborhood
child care is provided
coffee/tea, snacks available
couch
handicapped access into and throughout space
kitchen
mail box for each tutor
open during hours when students and tutors are available
phone
private, but not secluded, work areas within a larger public space visually and auditorially private
public space
quiet
safe
separate work areas for one-to-one tutoring
shelves and filing cabinets for materials storage
space for small groups
staff available for support
table for working
teaching resources and materials readily available: books, realia, pictures files, art materials
video equipment
well lit at night

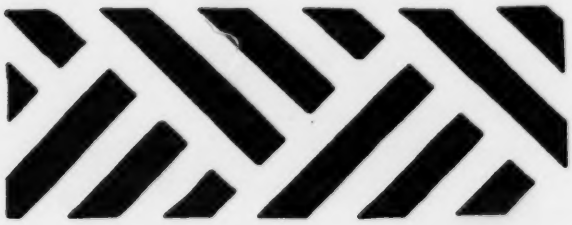


M8C

Process For Arranging In-Home Tutoring

Most volunteer tutor programs now recognize the value of site based tutoring for both students and tutors. A few volunteer tutor programs place volunteers and students in a home (either the volunteer's or the student's) when extraordinary circumstances warrant it. Those that do it conscientiously describe the following elements:

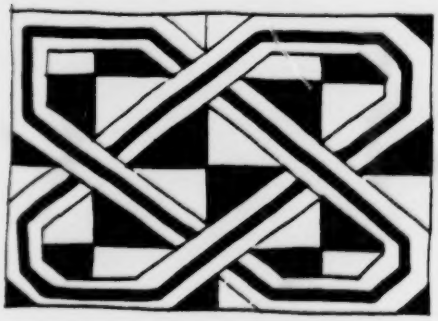
- First a staff member, bilingual if necessary, visits each home to discuss expectations of child care and noise and to negotiate solutions.
- At a comprehensive placement process at the home or program site with staff, bilingual aid, student and tutor, the pair make arrangements to meet regularly.
- Within the first month after placement, the coordinator makes one visit to the home during a tutoring session to monitor the tutor and the environment.
- After that visit, the coordinator calls all the tutors monthly.
- The staff also contacts all the students regularly to get their perspective.



M8D

Elements of Good Off-Site Tutoring Space

- Program only opens off-site space when a staff person is available to be present during all of the tutoring time.
- Program provides a list with detailed descriptions of all the available sites (child care is provided) materials are available for use in most sites.
- Staff makes regular visits to each off-site location at least weekly.
- Site has volunteer supervisors.
- Sites are easy to get to.
- Coordinator contacts sources of space regularly to assure their continued use.
- Program uses only public places.
- Program has letters of agreement with site sponsors.



M9A

Program Evaluation Input From Students, Volunteers, Staff, and others with samples

STUDENTS

Student goes through an end of the quarter evaluation process in groups to decide topics for the next quarter.

Evaluations are sent in the newsletter for student feedback.

A bilingual phone survey is designed and conducted by staff and the advisory board.

Translated evaluation forms for the tutoring Talk Time program are given to literate ESL students for their input into program design.

Students in the in-home tutoring program are called by the bilingual aide after the first month of tutoring to gather their comments.

Students are involved in planning and evaluating Talk Time sessions.

The coordinator visits the student's home yearly to conduct an interview and the comments are written up.

Students in Talk Time are asked the following questions:

What did you like about Talk Time this year?

What did you not like about Talk Time?

How do you feel Talk Time helped you to improve your conversation skills?

Students have opportunity to give input through a suggestion box.

Program involves students in staff planning retreat.

Program distributes student feedback questionnaire.

VOLUNTEERS

Program provides a suggestion box.

Program conducts an exit interview with volunteers.

Program involves volunteers in staff planning retreats.

Program distributes program evaluation / volunteer opinion questionnaire.

Program solicits comments on monthly or quarterly report form.

Program conducts joint volunteer / board meetings.

Program solicits comments during monthly phone calls.

STAFF

Program holds an annual staff planning retreat.
Program has regular staff meetings and staff "advance meetings."
Staff uses SBCTC Program Quality Standards self-evaluation form as a guide.
Staff looks at procedures manual and program goals annually.
Program provides a suggestion box.
Program conducts an annual survey.
Staff submits a quarterly reports.
Coordinator reports quarterly to the board.

OTHERS

Publicity committee evaluates events and activities.
Board holds strategic planning meetings.
Board holds retreat for yearly planning.
Program surveys college ABE staff
Program meets with ethnic community leaders to get their advice on needed services.
Other community agencies provide demographic information and data on basic community needs.
Board conducts mid-year fiscal and program evaluation.

M9B

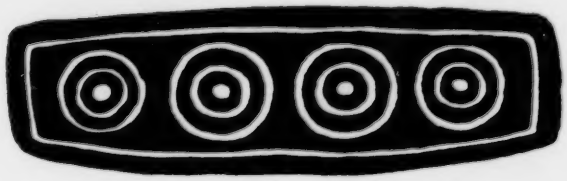
EVALUATION PROCESS ACTIVITIES WITH SAMPLES

Based on the Volunteer Tutor Coordination *Elements of Quality*, board and staff conduct a self-evaluation of the program and identify areas for improvement.

Program uses the Volunteer Tutor Coordination site visit format to review program.

Program collects and compiles information monthly including:
- hours / activities (tutoring, program support, etc)
- number of students / tutors
- student and program goals met
- comments solicited from students and tutors
- evaluations of program events
- staff input during meetings

Program conducts annual Board / Staff Retreat to:
- review progress
- develop annual goals and objectives



STUDENTS

S1A

Student Populations Prioritized for Outreach

developmentally disabled people
DSHS referrals
employees in the workforce
ESL students on waiting lists for community ESL classes
foodbank and emergency housing referrals
inmates
isolated Latina women
JOBS clients
juvenile offenders
Korean wives of military personnel
low income people
migrant workers
new mothers
newcomers to the country or community
newly employed
newly arrived refugees during their first 8 months in the United States
parents
particular ethnic communities: Lao, Cambodian, Ethiopian, Latino
people without access to instruction
public assistance recipients
refugees who have been in the US many years
residents of isolated areas of a community
rural mothers
single mothers
single parents on assistance
student types targeted
students in college class but needing extra assistance
students in developmental education classes
students with 0-6th grade reading levels
teen parents
under employed or laid off workers
unemployed timber workers

S1B
Student Outreach Contacts

Make presentations and distribute information to a wide variety of audiences including:

alternative high schools
Amigas Latinas
chambers of commerce
Children's Home Society
church bulletins
churches
college newspapers
college bulletins
community centers
community fairs
Coors displays at Safeway
county fairs
county refugee forum
County Public Health
Crisis Clinic
doctors' offices
domestic violence agencies
drug rehabilitation programs
employment security
ethnic community associations
family clinics
feeding programs
food banks
grocery stores
Head Start
health fairs
Hispanic Affairs Commission
homeless shelters
hospitals
Housing Authority
Human Rights Commission
instructors at a college
Job Centers
JOBS programs
juvenile courts
laundromats
Legal Aid
libraries
local newspapers
local employers
isolated parts of the city
malls
multi-service centers
Neighborhood House
Planned Parenthood

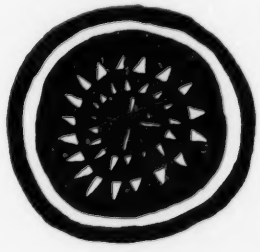
Continued

bilingual caseworkers in social service agencies
community service provider meetings
Community Mental Health Center
community health clinics (ethnic)
DSHS Community Action Council
DVR ✧ Division of Vocational Rehabilitation
ethnic community health care providers
ethnic community social service meetings
ethnic restaurants, groceries, newspapers
Immigration and Naturalization Service
MAA's ✧ Mutual Assistance Associations of refugee communities
members and leaders of ethnic churches and temples
Portland Community College hotline
probation offices
public schools
public access TV stations
public utilities department building
public school social workers
public defenders office
refugee programs
school district special services
school counselors
social service agencies
Tenants' Union
Victims Assistance Unit
Washington State Literacy Hotline
WIC ✧ Women, Infants, and Children
women's shelters
WSU County Extension Service
YMCAs, YWCAs

51C
Student Outreach Activities

Develop very detailed PSA mailing worksheet area with space for recording follow-up activities and results
Ask student input on where and when to send the messages
Have a booth at the local Safeway
Participate in a neighborhood parade advertising the program
Ask students to help develop PSA messages by writing why they finally decided to get tutoring
Send area employers a special brochure which includes tutoring service information they can pass on to their employees
Participate in local radio talk show
Have students in high school Interaction Club put posters in community store and office windows
Design display for county courthouse
Distribute fliers to school children to take their parents and older siblings
Identify "critical few" social service programs that will have the greatest impact on your program
Arrange meetings with key staff of social service agencies who may make referrals
Encourage current students to spread the word about the program
Have tutors put flyers around community
Arrange for students to tell stories to children and distribute flyers at mall
Put flyer in PUD billing
Conduct workplace literacy workshop for employers
Distribute bookmarks
Develop videotape of students talking about the program
Coordinate with social service agencies
Encourage referrals
Involve public agencies in outreach / recruitment
Have booth with sign up sheet at county fair
Distribute client release forms to local social service agencies for student referrals

Translate printed announcements of program services in Russian, Lao,Vietnamese, Cambodian, and Spanish
Contact public health nurses and county extension service nutritionist for referrals of rural families
Distribute "Read to Me" program packets to new mothers in the hospital with information about literacy program
Distribute literacy program referral forms to area social service agencies
Conduct student intake in apartment building so neighbors hear about the service
Have ethnic community leaders tell others
Send speakers to Simpson Timber Company employee work groups
Make announcements to union members at meetings and with fliers
Send letter to employers through personnel office with paycheck
Distribute articles with pictures of successful students distributed in Simpson Timber Company employee newspaper of Simpson Timber Company employee
Produce video of Simpson students and send to prospective students' homes to view in private
Distribute translated fliers for Talk Time
Send letters to Headstart / ECEAP parents
Distibute bilingual bookmarks on the bus system
Hold Fiesta Navideña planned and presented by ESL Advisory Committee comprised of members of the ethnic community
Make Spanish announcements on radio



S2A

First Contact with Student: Activities

The program's message phone has a Spanish message on it asking students to leave a message on the machine.

If a student walks into the program, the staff may ask a student at the center to come over to talk with the student.

Drop in hours are available in addition to regularly scheduled times for student intake by the staff during the week.

Potential students are invited to attend community college's new student orientation to hear about all the programs, services, and classes available if they register as a student at the college; students can enroll in class as tutorial students on or off campus; then they can access the library, counseling, and other services available to registered students.

Student intake time is arranged on a regular schedule each week.

Staff members are trained to focus on putting students at ease by working on approach, tone of voice, etc.

Staff get name and phone number right away when receiving a call.

Program always has answering machine on.

Program has interview times available day and night.

Staff makes a point of not standing in dominating positions in relation to students (over them, behind a desk, etc.).

S3A

Types of Other Education Program Referrals at Intake

Association of Retarded Persons
college reading labs
community colleges' ABE programs
community and technical colleges
developmental education programs at colleges
developmental disabilities education programs
Division of Vocational Rehabilitation
educational services and programs offered by sponsoring agency (e.g., ABE, pre-employment, Even Start, GED preparation)
Even Start
JTPA ✧ Job Training Partnership Act
Learning Disabilities Association
Orton Society
other adult education programs closer to students' home
other social service agencies: program offers to train their staff to tutor their own clients, e.g. other developmentally disabled people

SOURCES OF TRANSLATION

bilingual staff
bilingual volunteers
bilingual staff at sponsoring agencies
college employees
college students
former students asked to become translators available by phone if necessary
Harborview clinic translators
list of people on campus and in community
Neighborhood House
program's staff
Red Cross language bank
Snohomish County Refugee Forum
students' friends or family members

S3B

Information Gathered About Student at Intake

PERSONAL INFORMATION

Name
Address
Mailing address
Emergency contact
Date
Phone: work / messsage / home
Birthday
Age
Sex
Racial / ethnic identification
Married / single
Spouse's name
Social security number
Occupation
Institutional client? / Incarcerated
Contact person
Can we call you at home? Work?
Who is your sponsor? Name? Address? Telephone #?
When would be the best time to call?
How long have you been in the Country?
Nationality (optional)
Ethnic group
Date of arrival to U.S.
Port of entry
What do you remember about life in your country?
What were the circumstances of your departure from your country?
Were you in a refugee camp? Where? How long?
Do you have family here, or are you alone?
What are some memorable experiences you have had here in the U.S.?
Race / ethnic background
Is English your native language?
Citizenship status / residence status
May we call during business hours?

FAMILY INFORMATION

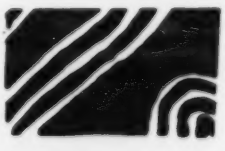
Are other family members interested in the program?
Name? Address? Phone?
How do your family and friends feel about your enrollment in the program?
How many children do you have at home? How old are they?
Do you have any dependent children?
Do you have supportive family and friends?
Do you have children? How many? Ages
Can we contact you at home?
Is confidentiality needed at home?
What is your household size? 1-8, 9 or more
Do you have children under your care? Y/N Ages?
Do you have supportive family or friends?
Transportation: What kind of transportation do you use? (bus, car, other)

LANGUAGE INFORMATION (ESL)

What languages do you speak?
In which languages are you literate?
What is your ESL level? Speaking? Read? Writing? Listening?
Can you read? Which languages?
Have you studied English before? Where? How long? When?
What is your first language?
What previous English study or contact have you had?

EDUCATION

What is your educational background?
Have you attended school, college, or university?
What was the highest grade completed in school? Why did you stop?
What was the last school you attended?
Did you receive special help in school?
What kind and did it help?
What are some reasons you left school?
Are you planning or signed up to go to another study program? Where?



Are you presently studying? N Y Where? What times?
What were your best subjects in school?
What were your poorest subjects in school?
Are you receiving basic skills training now? If yes, what type?
Where did you attend school?
What was your attendance record in school? (good, fair, poor)
How many schools have you attended?
In what other states have you attended school?
What were your best subjects?
What were your poorest subjects?
Have you had previous remedial instruction? Where? When? How long? What type?
Tell me something about your school years. Where did you grow up? What was school like for you? What grade did you finish?
Have you ever been to adult education classes or tutoring before? Where? When? What was it like for you?
Did you receive special help in school? What kind?
How do you learn best? (by being shown, by being told, hands-on, some combination)
What level of education have you completed (outside U.S.)? Where?
Were you able to attend most of the time?
Did you get any special help / special classes / tutoring?
Have you been in other educational or reading programs since left school? Other tutors?
What was the last year you attended school?

INCOME / EMPLOYMENT

What is your work background?
Are you Employed? Where? When do you work? Position? Duties?
What was you job in your native county?
If not employed, are you looking for work? On public assistance?
What kinds of jobs do you like?
Are you currently employed? Y N PT FT Hours___
Does your job require writing / reading skills? Describe_____.
Currently looking for work. Y N What kind?
Currently in job or skills training. What kind?

What is your income level: Low___ Very low___ Above____ (with chart)
What is your monthly household income? 0-650, 651-700, 701-1000, 1001-1500, 1501-2000, 2001 or more
Are you the head of the household?
If your reading skills were better, what kind of work would you like to have?
If unemployed, when/where did you last work?
What is your source of income?
How many hours are you working per week?
Are you currently receiving any job training?
Do you have a job now? If so, what kind of work do you do? What kinds of jobs have you had? Do you need to use reading and writing at work?
What is your occupation?
Who is your employer? What is your current place of employment?
If not employed, how long since?
Are you a JOBS client?
Do you receive public benefits? (e.g., AFDC, Disability, Unemployment, Food Stamps)

SPECIAL NEEDS

Do you have childcare available?
Is childcare a problem?
What arrangements do you have for childcare?
Do you have any disabilities?
Do your wear glasses? Hearing aid?
Are you on any medication?
Do you have any impairments?
Do you have any other special needs?
Sometimes problems keep people from meeting with their tutors-- problems with transportation, childcare, overtime, illness, etc. Do you have any special problems or health concerns?
Have you ever been told you have a disability? Have you ever been told that you were slow?
Do you have any medical condition or instructions that we should know about?
Who is you doctor?
Do you have a diagnosed disability?
When was you last ear exam?

GOALS

What skills do you need?
Why do you want to improve your English?
- to get your drivers license
- to get a better job
- to read to your children

What are your plans for the future?
How can our program help you?
What do you want to learn?
What are your reading writing and math needs?
What are some of your goals?
- short-term goals
- long-term goals

What is your most important reason for wanting to learn to read and write better?
What are some things you want to be able to do that being able to read and write better will help you do?
What are your hobbies or special interests?
What would you like to be able to read?
What are your interests and strengths?
What are your educational goals?
What are your job goals?
What are your reasons for enrolling?
What do you like to read?

REFERRAL INFORMATION

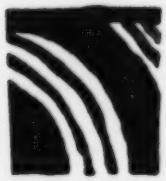
How did you hear about the program?
What made you call now?
How were you referred?
What brought you in now?
Who referred you?

LITERACY INFORMATION

What is your reading level?
Who fills out your job application?
What troubles you most about reading?
Do you read a newspaper? Which sections? Is it easy or hard?
What do you feel is your reading problem?
Do you have difficulty in reading? If so, why?
How do you usually feel about your test results?
When were your reading problems first noted?
What problems have you encountered due to a lack of reading skills?
Do you do any reading on your own now? (at home, in stores, mail, newspapers, labels, ads, etc.)
Do you do any writing on your own now? If so, what kinds of things do you write? (signs, name, forms, shopping lists, checks, letters)
Does your level of reading affect work / ability to find kind of work desired?

PREFERENCES

Smoker Y N
Times available AM___ Aft___PM___ MTWThF___
Tutor preference (male / female, smoker / non-smoker / age)
Do you have any tutor preferences?
Do you have a preferred lesson time?
What time are you available for tutoring?
What place do you prefer for tutoring? Why?
How many tutoring days would you like to request?
Where would you like your site of instruction to be?
Are you comfortable getting tutoring at college or do you want to be elsewhere?



OTHER

Comments
Interviewer
Consent for release of information
What is the nearest library to your home?
Do you have anything you would like to ask me?
Can you give 5 hours a week to achieve your goals?
Is there anything you would like to add? Any thoughts about choosing a tutor who is right for you?
Are you able to make a donation for books?

+Student information forms may be translated.

S4A

STUDENT ASSESSMENT TOOLS: LITERACY

Adult Placement Indicator
Botel Reading Inventory
Breakthrough to Math Placement
Britton Test ◇ Britton Informal Reading Inventory
CASAS ◇ Comprehensive Adult Student Assessment System
CAL PEP ◇ California Adult Learner Progress Evaluation Process
Challenger Placement Test (Laubach Literacy Action)
Job Corps ET Handbook No 402 Reading Screening Assessment
language experience story
Laubach Way to Reading screening lists
Lit Start
Literacy Volunteers of America READ Test
Nelson Denny
New Readers Press Math Inventory
PLATO
reading comprehension selections
RDPA ◇ Rosenthal Diagnostic Phonics Assessment
RDCA ◇ Rosenthal Diagnostic Comprehension Assessment
Reading for Understanding
Schonell's Graded Word Reading
Schonell Spelling
sentence completion
silent reading sample passages
Slosson word recognition inventory
SRA: Locator for Pre GED
Steck-Vaughn pre-GED assessment
student reads passage into tape recorder
TABE ◇ Test of Adult Basic Education
Test of Adult Basic Education
Teach Someone to Read: Diagnostic Test Booklet
Washington State Core Competencies
Wide Range Achievement Test: reading, math, spelling
Writing samples / Portfolio

S4B
List Of Tools Used For ESL

BEST Test

Division Of Refugee Assistance ESL Placement Test

InterCom (headphones)

job site ESL questionnaire

Language Assessment Form - Refugee and Immigrant Services Center

Literacy Volunteers of America - ESL Test

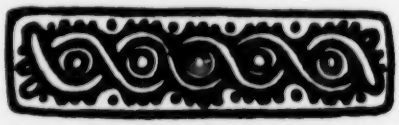
Tacoma Community House Training Project - ESL Placement Test

55A

STUDENT PROGRAM ORIENTATION ACTIVITIES

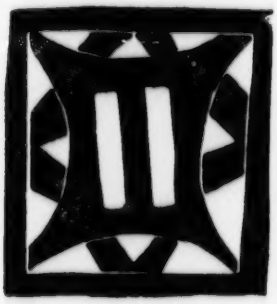
WITH SAMPLES

Give new students translated program information
Offer newly enrolled students a study skills class
Bring groups of matched new students and volunteers together for a group orientation at the time of placement to present information
Present and discuss the Cross Cultural Tutoring Program Guidelines bilingually if necessary
Present bilingual group student orientations where responsibilities of attendance, setting up tutoring space and arranging child care are addressed
Visit each student in the home for the initial intake; at this time the coordinator provides an orientation to the program's expectations, responsibilities, and preferences for tutors; students are also advised to call the coordinator if any problems arise; arrange to have a translator with the coordinator if English speaker not available in the home
Orient all potential students to community college, including both ABE and volunteer tutoring program services
Tour the site
Present expectations
Show materials
Explain attendance requirements
Stress commitment to attendance
Talk about services, options (tutoring, small group,...)
Tell about library loan system
Introduce materials in resource center
Tell about waiting list process
Introduce to library staff
Show how to use library
Introduce to staff
Provide students with "Learner Handbook"
Provide students with handout sheets:
"New Student Orientation"
"Now What?"



S6A
MATCHING: FACTORS TAKEN INTO ACCOUNT

background
compatibility
cultural aspects, preferences, attitudes
cultural issues (e.g. mix of men with women in Hispanic culture)
factors student and tutor have in common
familiarity with classroom topics
geographic location
independence of tutor
interest in low level students
interests
languages spoken
learning styles
motivations
personal interests
personality
preference for basic literacy or ESL
preference for student level
preferences for working one-on-one or with small groups
sex / age / staff observations of volunteer's abilities
special requests of both student and volunteer
staff assessment
transportation



S6B

IDEAS FOR FIRST MEETING

- All in home tutors must attend one of the four group match sessions offered each year after trainings; tutors meet their students and share life histories (with pens on a big sheet of paper) which they've drawn. Interpreters are available for low level students. Next, schedules for tutoring times are arranged and timesheets explained. The students leave and the tutors sign contracts and look at materials.

- Program staff meet with tutor and student, discuss student's background and learning styles, and go over and sign *Tutor / Student Agreement*. Staff describes the time commitment involved, gives a list of suggested meeting locations, and discusses the procedure for getting a new partner.

- Coordinator meets with tutor and student to explain *Tutor / Student Contract*, which both parties sign. Coordinator goes over program procedures, waiting time, and when and how to request a new partner. Tutor and student leave to have a short first lesson, and then to discuss with coordinator how it went.

S7A

Types of Support Services Provided Directly by Programs

aptitude testing
bilingual counseling
bus tokens
child care built into family literacy grant
child care through college basic needs class
clothing
college counseling
daycare provided on site
emergency assistance
family kitchen
foodbank
foodstamps applications available
free hearing and vision tests
funds for further education / training
housing assistance, including Section 8
program services available at flexible times to accommodate child care
public housing applications available
public school registration
social services support/referral from bilingual staff of sponsoring agency
some children's activities supplies available
the following community college services for registered tutorial students:
- counseling services
- various student clubs and organizations
- free access to the library, fitness and health activities
- cultural events
- family life programs
- multicultural services

translation
transportation
youth suicide prevention

S7B
Directories Used for Making Referrals to Support Services

Chamber of Commerce directory

Chelan-Douglas County Social Services Directory

DSHS ❖ State Department of Social and Health Services

Aid to Families with Dependent Children brochure (in Spanish)

Eastside Directory of Human Services

Gant County Community Action Agency directory

King County Crisis Clinic directory

Kitsap County Community Resource Guide

Northeast Washington Early Childhood Program Directory

Opportunity Council service directory

Pierce County Literacy Coalition educational services directory

Program produced own directory

Resource Directory for Seattle / King County

Resources for Refugee and Immigrant Services

Skagit County Community Action Guide

social service directory published by newspaper

sponsoring agency directory

Thurston County Community Services List

57C
Support Service Activities

Information and referral information is included in program procedures manual for staff and volunteers.
Local PTA provides childcare.
Program gives bus schedules to students and tutors.
Volunteers and staff make referrals to social service agencies.
Speakers make presentations on Talk Time topics which cover students' interests and needs including how they can access services.
Field trips to service providers are conducted.
Tutors are trained to recognize students' needs and make appropriate referrals.
Students are encouraged to bring in items related to actual needs like insurance forms or applications to use in lessons; tutors are encouraged to use resource lists and phone books to help students locate resources.
A community resources vertical file includes pamphlets, brochures and other information from various service providers for students and tutors to use.
During student intake with bilingual staff, needs are identified and students referred to other agency caseworkers.
Tutors are informed of special students' needs, such as nutrition, maternity care and driver's test, and asked to design lessons around them.
Talk Time students identify the needs they want to cover as topics.
Students encouraged to use LEA to get problems out on paper.
Program facilitates meetings with appropriate community college departments.
Program coordinates with social service agencies.
Tutors help fill out job applications.
Program helps get children into programs.
Program coordinates with local council of social agencies.

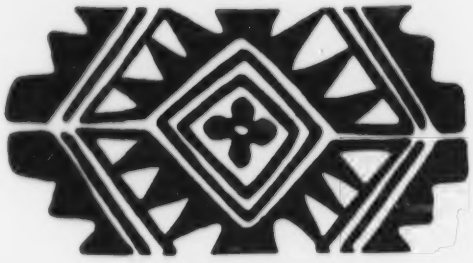
S8A

Student Participation in Program Planning / Operations

Students participate in the following ways:

Participate in yearly staff / board retreat
Make presentations at yearly retreat
Provide daycare
Work as office assistants
Work as bilingual assistants in classes
Volunteer in site restoration process
Participate on the Board of Directors
Participate on ESL advisory board
Generate topics to cover and decide curriculum direction
Decide how to address need for childcare in ESL program and provide the care
Become tutors
Participate on Washington Reads Committee
Contact other students who have been absent
Generate ideas for materials donations
Help design new ESL flier
Participate in new staff interviews
Give interviews for newspaper articles
Present at volunteer orientations
Make public presentations
Write PSA messages based on why they became motivated to come to the program
Evaluate all aspects of the program in writing (some translated forms) and during bilingual phone surveys
Decide Talk Time topics
Help with fundraising events (ethnic dinner)
Provide ethnic recipes and illustrations for Ethnic Cookbook, then cook food to sell at Bite of Bellevue fundraiser on BCC campus
Complete written and oral evaluation of Talk Time including topics suggestions
Plan volunteer appreciation event
Help decide how to use money raised
Set up Talk Time room, decide topics, directions, plan social events
Help with bulk mailings
Help with field trips
Assist with new student orientation as interpreters
Conduct student support meetings

Help with clerical jobs including the assembly of "Read To Me" packets for new babies and their moms
Give interviews for student recruitment video tape
Help set up Spelling Bee display
Organize BINGO game
Participate in focus group to determine program direction
Plan holiday party
Work on radio and TV ads
Participate on advisory board
Knit afghans to sell at Chocolate Jazz Event
Give suggestions during an exit interview when they leave program
Fill out annual questionnaire
Participate in newsletter production and design of forms
Lock up the program site once a week
Assist in selecting and installing video equipment
Serve as "tutor managers"
Involve literacy students in ESL conversation groups
Help with mail events, garage sales, etc.
Translate letters / notices to non-English speaking students
Write articles for newsletter



SBB

Student Achievement Recognition Activities

Programs recognize students' achievements in the following ways:

Give students certificates at yearly graduation
Make public announcements when students graduate to new class
Plan holiday party in December where children and students receive gifts
Give homemade cookies, coffee and certificates to inmate students at a corrections center
Write newspaper articles about students
Write comments about progress to tutors and students on lesson summaries submitted monthly
Produce a video profiling successful students at the worksite
Create a scrapbook of student pictures
Display a bulletin board of student pictures
Create a Hall of Fame / Wall of Fame area with student pictures
Send congratulation cards
Give certificates for yearly participation
Invite students to Meet and Eat social events
Announce citizenship or new jobs in program newsletter and bulletin board
Write newsletter articles about student progress
Give pins at end of six months
Give certificates for hours of tutoring at annual ceremony
Give Student of the Year Award
Give students book scholarships to B. Dalton
Get students published in New Voices
Give students flower and tassel for getting GED
Give students plaques and certificates for achievements
Participate in Washington READS
Give students opportunity to speak publicly about experiences
Give students opportunity to read aloud at "Night of 1000 Stars" public library event
Hold annual recognition events
Organize recognition picnic
Provide student writing page in newsletter
Hold parties for individual students
Provide personal, positive feedback
Give students job references
Note student achievements in sponsoring agency newsletter

S9A

STUDENT EVALUATION ACTIVITIES WITH SAMPLES

Ask tutors to gather anecdotal information from the students on their progress

Explain "Discovering Student Goals" form to new tutors before placement

Encourage tutors to use real materials such as manuals, menus which match the students' goals and are available at the program

Get anecdotal information from the students using the *Goal Progress Evaluation*

Write comments on *Lesson Plan Summaries* that are filled out monthly for the program staff by the tutors

Help students fill out student outcomes list at the first meeting with the tutors; keep a copy of the list and give one to the tutor; call each Tutor monthly to report any accomplishments and record them on the program's student outcome copy

Meet informally with each student \ tutor pair every six months to review progress made on the goals list from the checklist, goal sheet, and contract

Interview each student yearly to document progress make toward goals listed on the student assessment form

Call students monthly, with bilingual staff if necessary, to see how the tutoring is going

Get input from the students on the *Student Questionnaire* which includes questions about self improvement

Use *Student Evaluation Form*

Use Lesson Summary which includes a response form where staff writes comments concerning the methods and materials used during each month's sessions

Give Student Test Report on request or after about 6 months

Have tutor write about student progress in monthly reports

Have staff review monthly reports and follow up on the comments

Have New Matches Coordinator call both tutor and student to check up on new teams every two weeks during first six months

Review student files twice a month

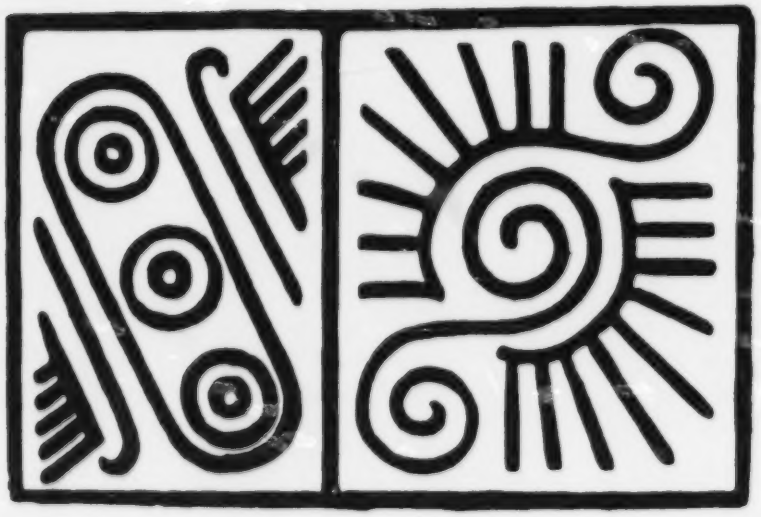
Get ESL students to take CASAS after every 100 hours

Encourage tutors to use student outcomes checklist for ongoing evaluation

Collect quarterly student progress forms from tutors

Ask students to write something every month for on-going portfolio documenting progress

Retest students using Literacy Volunteers of America READ assessment tool at periodic intervals
Review student progress every three months
Use PLATO (computer system) assessment
Conduct weekly assessments of students in ABE classes who also receive tutoring
Distribute student self-assessment "Student Progress Report" questionnaire
Note progress indicated by ability to use new supplementary resources, e.g. community college's's reading laboratory
Note progress indicated by choice to access additional or higher level educational services
Observe tutoring sessions, classes



VOLUNTEERS

V1A
Volunteer Recruitment Contacts

Make presentations and distribute information to a wide variety of audiences including:

Antioch University booth
art supply stores
Boeing Horizon Program for employees soon to retire
book stores
bus stations
Business Times newspaper
university / community college: ethnic studies student association
Chambers of Commerce
children's used clothing stores
church newsletters
churches
city personnel offices
college and university campuses:
    Asian Studies Department
    Ethnic Studies Department
    Education Department
    Sociology Department
    Anthropology Department
company groups
college student orientations
college students
community calendar on cable TV stations
community college bulletins
community family centers
corporate newsletters including United Savings Bank, Washington Natural Gas, Weyerhaeuser
espresso places
ethnic restaurants
ethnic food markets
extension on newspaper's phone information line
fairs
Fiesta Navideña
financial aid office at colleges
food co-ops
former students
futon stores

health food stores
juvenile offenders (for peer tutoring)
libraries
local conferences
local college ESL certificate and degree programs
military sites
newcomers' associations
newspapers
other literacy programs
other social service agencies
other sponsoring agency staff
outdoor equipment stores
Peace Corps recruitment office and Plowshears (returned Peace Corps group)
Portland Community College hotline
radio stations
record stores
retired teachers' associations
Rotary clubs
RSVP ✧ Retired Senior Volunteer Program
SCORE ✧ Service Corps of Retired Executives
Seattle Youth Challenge
selected markets
selected restaurants
senior centers
Soroptimist clubs
St. James Parish social action programs: family kitchen and social justice groups
teen moms (for peer tutoring)
The Seattle Weekly newspaper
travel agencies
TV stations
United Way Volunteer Center
volunteer columns in newspapers
Washington State Literacy Hotline
Women's Resource Center
YMCAs
Zonta clubs

✦ ***for volunteer recruitment activities, see Public Relations Activities***

V1B
VOLUNTEER INTAKE PROCESS

When a prospective volunteer tutor calls in response to recruitment activities:

- **Present a brief overview of the program:**
  mission statement: The _____ program provides _____ for _____ so they can _____.
  description of students
  location and times of tutoring
  minimum requirements and expectations

- **Ask a few open ended questions:**
  How did you find out about our program?
  Why do you want to tutor the students in our program?
  Why did you call today?
  Why do you want to be involved with our program and not another?

- **Determine if caller is appropriate:** if not, make a referral to another program; if possibly appropriate, then promptly send a packet of program materials including:
  cover letter
  volunteer information form
  job description
  coordinator's card
  program information:
  overview of volunteer opportunities,responsibilities and benefits
  answers to frequently asked questions

- **Ask volunteers to return the completed information form** if still interested after reading the material

- **Complete Tutor Applicant checklist**

name	who took call
date of contact	date information sent

- **Call prospective tutor** within two weeks of receiving the completed form to (A) arrange for an interview or (B) invite to a group program orientation with an interview scheduled later

V2A

Information Gathered at Volunteer Intake

PERSONAL INFORMATION

Date
Name
Home Address
Mailing Address
Phone: work / home / message
Best time to call
Emergency contact
Date of birth (optional)
Nation of origin
Ethnicity / Race
Sex
Please list name and phone number of one work reference and one personal reference.
Anything else you'd like us to know.
Hobbies, special skills or interests
Smoker / non-smoker
Medical limitations
Do you have reliable transportation?
What other programs or organizations do you collaborate with?
Do you belong to an organization interested in having a speaker? Do you have a company, church, or service club newsletter interested in articles about this program?
Retired from _____.
Employment status: current employer, position
Occupation / former occupation
Work reference: name, address, phone
How did you learn about the program?

EXPERIENCE

Teaching / tutoring experience (volunteer or salaried)

Place	Number of students
Ages of students	Date of service

Other volunteer or work experience
Skills, interests, hobbies which might be useful as a volunteer in this program. Be creative.
Languages studied or spoken
Languages read
Travel or other cross cultural experience

Have you had any previous ESL training? When and Where?
What paid or unpaid experience do you have that is relevant to assisting the adult learner?
What other interests or abilities do you have (such as languages or math) that may help in tutoring?
Have you ever taught adults?
Highest grade completed
School
College, College attended, Area of study
Graduate school
Other
What do you like best about teaching?
What do you hope to gain from volunteering here?

PREFERENCES

Which of the following volunteer opportunities are you interested in?
Availability: days of the week, hours per week, minimum time commitment (number of months)
I prefer to work with a student whose English level is:
Basic_____ Intermediate_____ Advanced _____ Any _____
What ethnic group would you prefer to work with?
Preferred geographic area
Maximum time commitment: hours per month, number of months, willing to travel to other sites
Student preferences
Subject preferences
What volunteer positions are you interested in?

Board	Art work / Graphic arts
Public speaking	Publicity
Special projects	Phoning
Fund raising	Training
Newsletter	Refreshments

V3A

Information Gathered at Volunteer Interview

affiliations with other organizations

attitudes about religion

attitudes about teaching

attitudes about people on welfare

attitudes and preferences for working with developmentally disabled

details about ESL / literacy or other teaching experiences

evidence that volunteer shares the values of the philosophy of the program

expectations

experience with multicultural / ethnic environment

familiarity with classroom topics

familiarity with limited English speaking students

medical conditions / emergency instructions

motivational needs of the tutor

personal information

preferences for working with particular nationalities

references

travel, work, and previous volunteer experience

work situation attitudes / preferences

V3B

QUESTIONS ASKED AT VOLUNTEER INTERVIEW

CULTURAL EXPERIENCE AND ATTITUDES

Do you have overseas experience? been to a different country?
Tell me about it.
What did you gain from the experience?
How are you different as a result of that experience?
What experience have you had in a cross cultural environment?
What kind of experience have you had with people of other cultures?
economic levels?
What motivated you to work there? do that?
Why do you feel that was important work? it was important to do?
Have you had neighbors or co-workers who were from a different culture?
What was it like? What did you enjoy? What was uncomfortable?
Did you have a situation where miscommunication happened?
How did you resolve it?
If no experience, what if you were in Mexico and needed to _____.
How would you do it?

TEACHING EXPERIENCE ATTITUDES

Why do you think people haven't learned to read well as an adult?
How are their lives affected by this?
What do you think they need?
What do you expect to be teaching someone to do ....read?
Why do they want to learn?
What's your definition of a good teacher?
What have you learned how to do lately? How were you taught? How do you learn best?
What languages have you studied? How did you learn best?
What teaching experience have you had. What was rewarding / frustrating?
What factors are most important to a positive learning environ ent? Why are they important?
In what ways can students participate in both the teaching and learning process?
What are the advantages to teaching adults to read using the whole languages approach?
Why do you think newcomers to this country need to learn English?

OVERALL INTERESTS

What do you hope to gain from this experience?
What experience have you had working with women's issues?
Why do you want to work with an agency that focuses on refugee women?
What attracted you to our organization?
Why do you want to tutor here now? What brought you here at this time?
How does our program fit into your long range plans?
How did you happen to think about volunteering for the _____ program?
What are your reasons for deciding to tutor?
Why are you interested in doing volunteer work? What are your long-range objectives?
Our program's philosophy is _____. How do you feel about this statement? How do you agree / disagree with the statement.

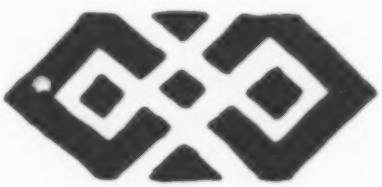
PERSONAL PREFERENCES

What are your perceptions of the this program and the people we serve?
What kind of job experiences have you had that you enjoy?
How do you envision yourself working in this program? What skills do you want to share?
Do you prefer working alone or in groups? (follower? leader? self-contained?)
Do you like to have projects all your own from start to finish, or do you like to be an integral part of a team project? How much direction do you like?
How many hours a week do you expect to volunteer? How do you feel about committing to at least ___ months of service?
How do you like to be recognized or rewarded as a volunteer?
What do you consider to be your greatest strengths and weaknesses?
What other organizations do you work for or with?
How did you hear about this program? What did you hear?
What other skills / interests do you have that you might be able to share?
List the benefits you hope to gain from this volunteer experience.
What special skills, qualities or resources can you offer this program?
What other experiences have you had that would prepare you for this volunteer effort?
What activities do you enjoy during your work time or leisure time?
What kind of people do you work with best as co-workers? What kind of people are you most interested in as students and why? Are there types of people you feel you'd be unable to work with and why?

What do you like to do in you leisure time?
What makes you really angry - on the job or at home - and how do you deal with this anger?
Tell me about your family.
What kind of supervision do you prefer?
What do you consider to be the ideal volunteer job for you? Why?
What do you think are your greatest qualities that you bring to tutoring and what are your greatest needs.
What have you enjoyed most in previous volunteer assignments? What have you enjoyed least?
Describe your temperament. What do you like best about yourself? If you could, what would you improve.

SELF ANALYSIS QUESTIONS: Could be asked on Volunteer Information Form so volunteers can write their responses; then coordinators can comment on responses during the interview.

Why am I volunteering to be an ESL / literacy tutor?
What are my strengths as a volunteer tutor?
What are my weaknesses as a volunteer tutor?
How can I measure my effectiveness as a volunteer tutor?
What is my favorite activity? Why?
What skills are most important in my volunteer activities?
Are there any skills I would like to acquire? How could I gain this skill or knowledge?
What sort of students would I enjoy working with most? Why?
What response from my student / program coordinator do I expect for my tutoring effort?
In what way will my volunteer tutoring effort make a difference to others?



V3C

IDEAS FOR HANDLING INAPPROPRIATE VOLUNTEERS

Ways to say, "You are not appropriate for us"

At our agency we believe_____.
Our experience with students leads us to the belief that _____.
My sense and from others around me is that your attitude is not contributing to the mission of this agency. You need to be referred to another agency.
A match is not in the best interest of the student.
I have concerns about your attitude.
We're state funded so we have particular goals in our program.
This is what I'm looking for in tutors for our program.
We'll contact you if a suitable student comes along.
I'm sorry but you won't be able to volunteer for our program. Our philosophy doesn't approve of inappropriate comments about students and their welfare status.
Well, I guess you're not going to be comfortable working with a _____ person.

STRATEGIES

Talk with them about other opportunities in the community.

If they want to know why they are not matched, try to be as specific as possible with information collected during the screening process.

If you have concerns after the first interview, ask the volunteer to come back for a second interview with another staff person.

V4A

VOLUNTEER ORIENTATION ACTIVITIES WITH SAMPLES

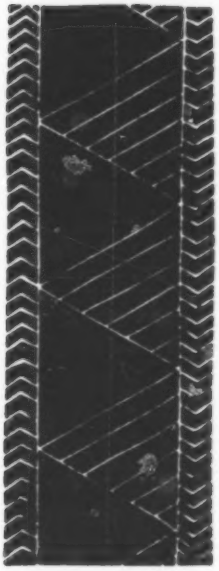
Urge all volunteers to arrange time to observe tutoring sessions
Conduct tour of the building
Take time for individual introductions so they get a chance to know each introductions
Conduct group warm-up activity
Present background information about the students and their cultures, perhaps presented by bilingual staff
Introduce social services provided by sponsoring agency, perhaps presented by other staff members
Introduce board members
Present volunteer expectations, mission statement, policies and philosophy
Describe trainings and volunteer events
Allow a time for questions and answers
Offer refreshments, ethnic foods for a break time
Administer "A Quick Assessment of My Motivational Needs"
Discuss benefits of the program: training opportunities, resource library, experience for a résumé
Show movie "Rite of Passage", depicting the adjustment of the Cambodian refugee community in Seattle
Show program - produced video of students with their tutors
Conduct tour of the site to see tutors and students in action
Distribute samples of paperwork
Conduct a tour of the materials available to the tutors including books, computers, pictures, supplies and other materials
Explain the process for accessing the program materials, books, and resources
Describe benefits available for those involved with RSVP
Explain program's recommended process for making referrals to social service providers to meet the students' needs
Provide information about learning disabilities
Explain the program's commitment requirements
Describe the program's volunteer screening procedure
Show Laubach Literacy Action video of students talking
Go over program's organizational chart
Describe volunteer opportunities
Talk about literacy and why it's important
Have students speak
Give history of program and sponsoring agency

V4A

Discuss difference between program and ABE classes at community colleges
Give literacy information and statistics
Discuss whole language approach
Show videos such as the following:

- Program produced video of students with their tutors
- "Typical Day" and "Talk Time" by Tacoma Community House Training Project
- Literacy service overview produced by local coalition
- Clip from "Bluffing It"

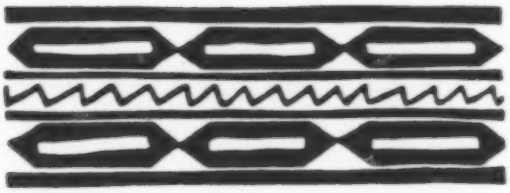
Have local trainers attend / interact / observe at orientation



V5A

In-Service Training Process / Activities

Offer breakfast meetings
Offer brown bag lunch meetings
Announce farm workers event to ESL tutors
Organize Sunday afternoon teas as social and in-service event
Distribute newsletter which contains many tutor tips
Present Educational Forum on health care and welfare
Inform tutors about TCHTP Annual Volunteer ESL / Refugee Concerns Conference
Inform tutors about TCHTP regional in-service workshops
Inform tutors about Hope Clinic Open Forum
Offer Film Nights to show "Bluffing It" and "Stanley and Iris"
Use college's ABE/ESL staff to provide in-services
Offer tutor share meetings to replace in-services as a regular time for people to talk about their areas of expertise
Encourage tutors to attend conferences
Hold annual conference rather than individual in-services
Hold bimonthly tutor meetings sometimes with speakers on particular topics and sometimes with tutors sharing information, ideas
Let tutors know about opportunities at other programs
Publicize educational events at community college



V5B
In-Service Training Workshop Topics

Conduct own in-service workshops / conferences or arrange for outside presenters to provide workshops on the following topics among others:

assessing students
book talks
Cambodian and Lao New Year
community resources
comprehension groups
computer system on campus
computers
conversation starters
creative writing
cultural sensitivity
current political situation in Vietnam
ESL
evaluation
expansion of what is touched upon in preservice training
family literacy
filling out reports
learning disabilities
Literacy in Stages
job information center
materials available
math
methods / materials
newspaper use
planning lessons
practical writing
pronunciation
reluctant learners
setting goals / lesson plans
Spell Right
spelling
student outcomes
study tips
Talk Time activity design and planning
Tutor Tool Box Activities using the Washington State Core Competencies
using the library
writing

V6A

Volunteer Recognition Activities With SAMPLES

Program gives volunteers certificates at yearly student graduation.
Program invites volunteers to monthly staff meetings.
Job descriptions of paid teaching jobs are posted.
Recommendation letters are written for experienced volunteers.
Certificates of appreciation are given to volunteers.
Newsletter feature "Getting to Know You" profiles particular volunteers.
Students write letter to the editor of local newspaper thanking their tutors.
Volunteers can add experience to their résumé.
All volunteers are honored at annual recognition event / dinner.
College jazz group plays at free recognition event with original song written for the event.
President of college thanks all at recognition event.
Program newsletter mentions appreciation for volunteers' work as a group.
Newspaper staff attends recognition event.
Volunteers appear on cable TV show.
Program participates in Washington READS recognition.
Tutors receive pins, certificates, flowers, bookbags, gift certificates, etc..
Program participates in city-wide volunteer recognition event.
At events, program acknowledges how long individuals have been volunteering.
Program gives volunteers books related to their interests.
Volunteers are recognized at annual meeting.
Program lists volunteers in annual report.
Program writes stories on volunteers for media.
Program sends Christmas cards to volunteers.
Program holds ethnic dinners for volunteers.
Program makes nominations for United Way Volunteer of the Year.
Coordinator responds to individual recognition preferences by taking individual volunteers out to lunch.
Tutor given a report from the student's employer of the way his student has changed since receiving tutoring.
Student writes a letter to the editor thanking their tutors.
Letters of recommendation written.
Volunteer given thank you card after exit interview.
Student gives her tutor a flower and thank you card with the number of hours tutored.
Donated datebooks inscribed with "Valued Volunteer" are given each tutor by his student.

Twice each year, one student and tutor are inducted into the Hall of Fame and receive a plaque and flowers at a recognition event.

Special volunteers are taken out to dinner at a Vietnamese restaurant.

Tutors are asked to explain why they decided to tutor and what they've gotten out of the experience; these responses are published in the newsletter.

Students give their tutors invitations to a recognition event.

Good experienced tutors are asked to consider becoming a tutor mentor for new tutors; this new role includes training and supervising activities.

Program organizes holiday party for families of volunteers and students with speaker, door prizes, carnations presented.

Pictures are taken of all volunteer and student pairs; then holiday cards sent to all with the picture inside.

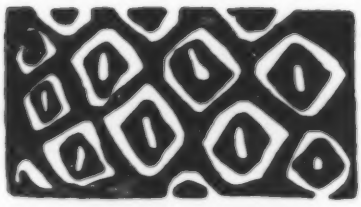
Program organizes Western Night including picnic food and square dancing for all volunteers and students.

Thank You and Birthday cards are sent.

Umbrella Head job available for experienced tutors with ideas to share.

Information on ESL certificate programs and teaching ESL overseas is provided.

Program gives "Volunteers Make Spirits Bright" pin and bookmark along with invitation to Bathhouse play and program open house with refreshments, holiday door prizes, and gifts.



Success stories of student achievements collected from the tutors are reported in the program newsletter.
College credit is given for training and tutoring.
Program gives volunteers access to college student support services including the library / media center.
Program has a summer picnic with students and volunteers.
Program holds annual kickoff luncheon.
Volunteers invited to potlucks.
Volunteers are given tickets ball games.
Volunteers' pictures are posted on program "Wall of Fame."
Program encourage use of tutoring / volunteering experience on résumés.
Volunteers invited to take students to chamber of commerce / women's club luncheon meetings for dual recognition.
Volunteers recognized at program's annual "Recruitment Night."
Program hosts a recognition dinner for Advisory Board members.
Coordinator and community college president write personal letters to volunteers.
Program makes personal telephone calls to volunteers.
Program hosts recognition breakfasts.

V7A
TEACHING MATERIALS

INSTRUCTIONAL PRINT: BOOKS / MATERIALS

annotated listing of materials available in program's library
audio tapes of books and other authentic reading materials organized by reading level
deposit collections from public library
dictionaries
encyclopedias
large type, easy read, synopsis books available at local library
lesson newsletter produced by sponsoring agency
library's resources (program is in public library)
listing of materials available at public library
new readers sections at local libraries
newspapers
Northwest News
novelettes
professional journals on reading
resource file cabinets (learning and life skills pamphlets, etc.)
Talk Time lesson plans and ideas in a file
Tutor Resource File with ideas, games, articles on cultural information
workplace literacy materials
writings by adult new readers

TOPICS INCLUDE

children's books
citizenship
civics
drivers education
employment
GED
grammar
handwriting
health
high interest/low level fiction
life issues (childbirth, divorce, etc.)
life skills
math
parenting
pronunciation
science

self improvement materials on stress and divorce
Spanish / English folk tales
spelling
SRA
The Constitution
Vietnamese / English folk tales
work
writing
writing checks

TITLES INCLUDE

Baby on the Way Basics (magazine written at low level)
Basic Language Skills Program
Be a Better Reader series
Before Book One
Building Basic Skills
Challenger
Contemporary's All Spelled Out
English Spoken Here
Entry to English
Everyday English
Family Talk Time Curriculum
Family Stories Curriculum
Focus on Phonics
Impact
In the Know
Laubach Way to English
Laubach Way to Reading
Hooked on Phonics
Look Again Pictures
LVA Tutor
National Geographic Magazines
New Beginnings in Reading
News for You
Number Power
Personal Stories
Reading for Tomorrow
Reading for Today

Real Life English
Refugee Center Tutoring Talk Time Curriculum
Side by Side
Skill-by-Skill
TV Guide

REALIA / GAMES

a box with lots of objects for discussion and manipulation
collection of manuals and directions, menus, and other authentic real life reading materials
cultural realia (objects)
flash cards with pictures
flash cards
games with words, pictures, objects
jigsaw puzzles
magazines
manipulative board
matching games
math kits
National Geographic pictures
picture file
road signs
telephones
world globe
world and local maps

OTHER SUPPLIES

art work supplies
puppet making supplies
tape recorders and blank tapes

MEDIA

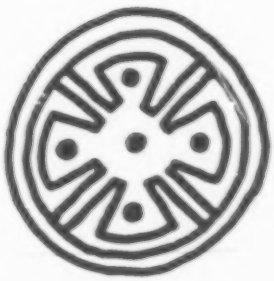
computer assisted instruction system (PLATO)
computers and soft ware
Language Master (headphones program)
videos

V8A

Ongoing Support Contact with Volunteers

Chat with individual volunteer 5-10 minutes before each class
Visit with groups of volunteers weekly
Debrief with volunteers at the end of each Talk Time or classroom session
Call volunteers every two weeks at home
Send volunteer quarterly memo
Have individual mail boxes for all tutors and evening office managers in which to place messages, lesson plan responses, thank you notes, reminders, newsletters, monthly calendars, gifts and candy
Give each tutor written comments about her tutoring methods
Contact in an informal way in the office and around the coffee pot
Conduct quarterly observation visits to each volunteer / student pair
Write comments on daily lesson chart written by tutors
Hire on-site coordinator to be present during tutoring hours
Visit each site regularly (at least once a week)
Meet with Talk Time volunteers before each session
Develop a small file box with cards for all volunteers to split into sections; each week, contact all the tutors in one section, writing comments after each call then place the card in the back of the box
Call each volunteer every month
Conduct in-home site visits the first two months
Fill out In-Home Tutor On-Site Assessment Form: discuss strengths, changes, comments and recommendations
Call each tutor monthly to collect and record information on what they're working on , what materials are used, field trips taken, outcome sheet information, and problems in the situation or site, successes and support needs
Recruit Umbrella Head volunteers (experienced tutors) to make regular contact with ten newly-placed tutors
Use Tutor Check-in Form to outline phone conversation
Have Area Coordinator volunteers call all tutors monthly
Send newsletter monthly along with letter
Read monthly reports from tutors; respond to questions
Make contact with all new tutors after one month
Send newsletter which gives hints, calendar, etc.
Recruit Tutor Mentor from each group of trainees at end of workshops to be responsible for maintaining some level of contact among group
Arrange for New Match Coordinator to contact tutors for 6 weeks
Give tutors information on training opportunities, new books, computer information, etc.

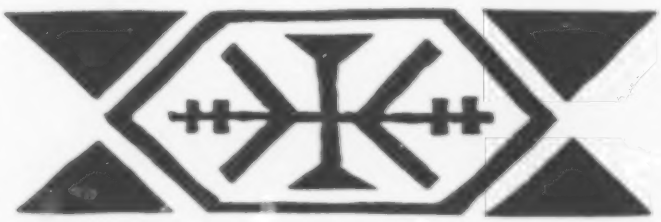
Review files and makes notes to tutors in them every other week
Display useful information on program bulletin board
Talk with tutors when calling to collect quarterly hours
Follow up with new tutors in 1-2 weeks
Recruit and train mentor volunteers to assist and support new and in-home tutors
Contact volunteers during "quiet times" like Holiday vacations
Conduct 3-month reviews
Distribute feedback questionnaires to tutors
Write letter (quarterly and/ or "special") to volunteers
Post program information at community college
Provide tutor follow-up sheets in newsletter
Maintain follow-up spreadsheets on computer
Train work study students and college interns for regular contact with volunteers
Train other volunteer for regular contact with volunteers



V8B

Group Interaction Opportunities For Volunteers

Adopt A Street: the program officially "adopted" a neighborhood street so groups of staff, tutors and students periodically gather to clean the streets
annual meeting/general membership meeting
annual conference
Bosnovian Potluck
fiesta
Holiday Party and Western Night with a bar-b-que and square dancing
in-service workshops
Literacy in Stages performances at a local theater
Meet and Eat gatherings in restaurants
Meet 'N Eat social potluck events
monthly field trips
open house with refreshments, door prizes, and gifts
open time to talk with staff about students, materials, etc.
parties
picnics
pot lucks
recognition events
spelling bee
student / tutor parties
Sunday Afternoon Teas: in-service social events
Washington Reads
weekly meeting for breakfast or brown bag lunch



V8C

METHODS OF RECORDING VOLUNTEER SUPPORT CONTACT

WITH SAMPLES

Keep card on file for each tutor; take notes after each call

Collect information from tutor by phone about student outcomes and record on program copy of student out-come forms

Write details of all contacts with tutors on a tutor service narrative form kept in the tutor's file

Keep the in-home on-site assessment form in tutor's file

Write reports after coordinator's observation visit of each student

Collect volunteer time sheet

Have Umbrella Head during phone contact complete monthly Tutor Check-In form which gives information about tutor needs and activities as well as student's progress

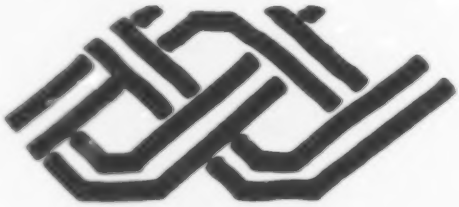
Record information on tutor logs

Maintain individual follow-up sheets

Maintain summary information on computer spreadsheet

Keep copies of letters sent

Maintain comment logs / telephone logs



V9A
VOLUNTEER EVALUATION ACTIVITIES

Coordinator visits the in-home tutor for an on-site monitoring visit; after observing the session, the coordinator fills in an In-Home / On-Site Assessment Form then shares this information with the tutor.

Students asked to provide detailed input on the performance of their tutors.

During interviews by bilingual staff with students, questions are asked about the tutor as well as the tutoring.

Tutor fills out Self-Evaluation Form- signed by student.

Coordinator examines tutor files, ongoing log (time, events, etc.).

Coordinator makes notations in tutor's file.

Tutors write in journals for reflection and self-evaluation.

Coordinator talks to tutor and documents discussion in writing.

Community and technical college teachers provide oversight and observation to formally assess Work Study tutors.

Coordinator gathers feedback through timesheet reports then calls the tutor if there's a problem and records the date and comments on the situation.

Coordinator observes tutoring sessions and consults with tutor afterwards.

Student performance used as partial indicator of tutor effectiveness.

Staff members read and write comments on all tutors' monthly lesson summary forms.